



Youth Connections West

From our snow-capped mountains to our sandy deserts..



Networking Youth Today

Office of Youth Services

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Department of Labor Pacific Western Region

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Hawaii WIA: Youth Program Coverage

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Hui Malama Job Program Helps Brighten Young Hopes

After Teri Palau, who suffers from epilepsy and has a 1-yr old baby, dropped out of McKinley High School last October, the Liliha girl felt her prospects looked bleak.

"I felt like everyone was labeling me 'at risk' and not really seeing who I was and what I could do, because I was missing so much school," said Palau, 18. "My counselors kept referring me to program after program, and those didn't work."

That all changed when a school counselor persuaded her to apply to the Hui Malama Youth Employment Program at the Susannah Wesley Community Center in Kalihi.

"The program really prepares you for employment," Palau said. "As a kid, you don't know anything about getting a job, and here they'll tell you everything you need to know: how to walk, how to talk, and even things like if your dress is too short or your pants are too tight."

Palau is among 109 participants, ages 14 to 21, in the latest round of the free 13-week course that provides low-income and out-of-school young people with job training, leadership development and competency-based high school diploma classes.

"Some of these kids are 16 years old and pregnant, involved with gangs or are in families who are on welfare," said Glen Cadongonan, project coordinator of the Youth Employment Program. "With this program, we try to do what we can for these kids because down the road it definitely will be a benefit to these kids' lives and society as a whole."

The first-year program started after it received \$200,000 federal grant from the O'ahu Workforce Investment Board last October, said Brian Tamamoto, managing director of Human Resources Solution Inc. and a teacher for the program's work force development classes.

The grant became available after the state Department of Labor and Industrial Relations handed \$3.7 million to the O'ahu Workforce Investment Board.

The program: joint project of Parents and Children Together, Hale Kipa Inc., KEY Project, Human Resources Solutions Inc. and the Susannah Wesley Comm. Ctr. also prepares the students for entering the work force by setting up simulated interviews with local companies and career shadowing.

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A Question on Self-Employment

Evan Rosenberg, ETA

Question: How is self-employment (examples include farming; small business owner, a Native American participant who is self-employed making and selling Native jewelry, crafts, etc.) classified in the YO performance measures system? Is it an allowable long-term placement?

Answer: Self-employment is considered a form of unsubsidized employment and therefore can fall into the category of short-term unsubsidized employment (which is a pre-placement activity) or long-term unsubsidized employment (which is a long-term placement). It is a site decision whether to categorize such self-employment as a pre-placement activity or a long-term placement, and may depend upon such factors as hours worked in the job, quality of the job (i.e., if the job can provide economic self-sufficiency), and whether or not such employment has career track potential.

In addition, self-employment as a long-term job placement will also be captured in the WIA older youth entered employment and older youth employment retention rates through supplemental data (as self-employment is not part of the UI wage records).

**One-Stop Partnership Conference
Pacific Western States and US DOL, Region 6
Anaheim, CA
August 20-22
<http://www.calworkforce.org>**

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Hui Malama Job Program Helps Brighten Young Hopes

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Palau, who said she had long had an interest in law, said the program allowed her to accompany a lawyer at a domestic violence center for a week in May as part of the Hui Malama Employment Program.

Palau said she now plans to attend Honolulu Community College, majoring in family law.

"For the first time in my life, I actually saw my future and I saw a lot of success," Palau said. "I think I always had the motivation, but I just needed that guidance. I needed that little nudge from someone who said, 'You can do it.'"

YOUTH LEADERSHIP INSTITUTE

HOSTS FIRST ANNUAL

YOUTH DEVELOPMENT SUMMIT

SAN FRANCISCO, CALIFORNIA

On Saturday, June 22, 2002, the Youth Leadership Institute, a community-based training institute located in San Francisco, hosted it's first annual Youth Development Summit at the University of California, San Francisco Laurel Heights Campus. Over 250 young people and adult allies attended the sold-out event, including participants from as far away as Tacoma, Washington and Las Vegas, Nevada.

The Youth Development Summit was intentionally created to:

- Provide an opportunity to share new trends and ways to implement and sustain programs that advocate for youth.
- Provide youth- and adult-led workshops within a range of skill levels to meet a variety of needs and interests. Areas included youth development, youth/adult partnerships, philanthropy, youth in governance, and environmental prevention.
- Introduce participants to a sustainable network of youth, youth-focused professionals, and supportive systems.

Over a dozen workshops and presentations were offered throughout the day, including "Youth Movements In History", "Creating a Youth Philanthropy Network", "Bringing Youth to the Board Level", and "Youth Lead Evaluation Methods". In addition, an opening keynote session as well as closing community celebration highlighted the voices and insights of some of the youth presenters and planners of the day.

For more information about the 2003 Youth Development Summit, please contact the Youth Leadership Institute at 415-836-9160 or visit them online at <http://www.yli.org>.

The Youth Leadership Institute (YLI) is a community-based institute recognized nationally as a leader in creating systems that support positive youth development. YLI possesses particular expertise in the areas of youth philanthropy, youth in governance and transitioning community infrastructures from a narrow problem reduction focus to an integrated youth development framework.

For more than ten years YLI has refined an effective and strategic approach to assist constituents in achieving the nexus of their community-based program models.

Eric Rowles is the Associate Director of Training & Technical Assistance for Youth Leadership Institute. You can contact Eric at erowles@yli.org

Tongue Point Students Counsel at Outdoor School

Naomi Ulsted, Business and Community Liaison, Tongue Point Job C.C.

12 Tongue Point Job Corps students spent a week in June with mosquitoes, poison oak, frogs, salamanders, and birds, not to mention 110 5th and 6th grade students. The students were Counselors at Outdoor School, a program organized by the Northwest Educational Service District. From June 3 through June 7, the students joined forces with camp staff at four different camps in northwestern Oregon.

Outdoor School is a weeklong educational program using nature as a classroom. While camping out in environments with lakes, rivers, and trees, as well as slugs, bugs and things that scuffle in the bushes at night, the kids learned about living as a community, with each other, with their counselors and camp staff, and with their environment.

Outdoor School Counselors are generally between the ages of 15 and 24, and are responsible for the health and welfare of their cabin group, assisting the science instructors, and communicating effectively with the kids, the instructors, and the other camp staff. They help out in all parts of the program from studying tadpoles to entertaining during the campfire, to comforting homesick campers. During the Field Study portion of the program, the Tongue Point students taught the kids about soil temperature, water quality, and stream morphology. These concepts may sound intimidating, but when they're taught using such techniques at the "Water Cycle Boogie" dance and the "Critter Catcher" game, things get really fun really fast.

When asked about their experience, the Tongue Point students were divided as to which part of the week their favorite, although all the students found working with that age group throughout both the night and the day, all week long, to be a learning experience. As Glazing student Tyler Batten recalls, he learned a great deal about the kids, such as "how they trust each other, how they act, and how to keep them on the same page." For many Tongue Point students, this was their first opportunity to be teachers, rather than students. Office Technology student Loveada Stamm states, "I never knew I was even capable of teaching until this."

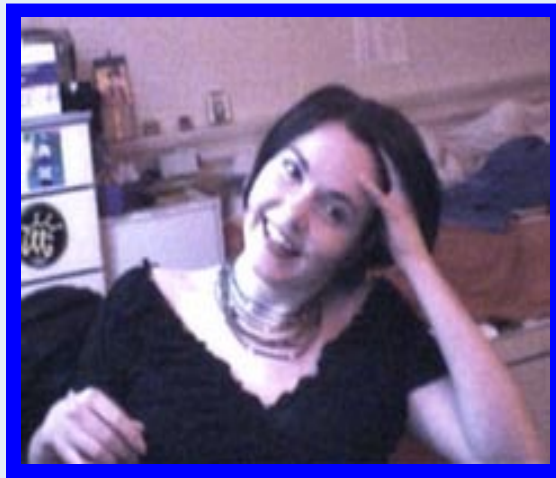


Urban Warriors

by Tanene Allison

And the themes all seem....played out
And the words echo in my mind
from some long lost time
Whispering sweetly....
HOPE
Hope for what?
That the politicians keep their promises
That Columbine was a dream
Waiting to awake from this nightmare
Where kids kill kids age six
Average age of entry into prostitution
14
Hope for the battle of education
The battle of rehabilitation
The battle of money spent
On prisons VS. schools
Survival 101
A freshman course required
The girl looks into my eyes
Standing on the corner she cries
Unable to give voice to her...
What was the word...?
Hope?
And the child
Scribbles softly
Red ink upon the page
"Dear Mayor:
Please help my family,
We've no where to live."
And she looks up at me
Eyes-wide brimming with tears
asking
"will he answer me?
I'm not old enough
TO VOTE"
Cause you see, even the kids understand
priority
in an election season
Where is the hope?
Step inside a high school
Functioning illiterate
Shouting mad lyrics to a rap
Memorized
Titled Boxed
Where is our support?
Orphaned by society
The village we never knew
Wandering angry into a polluted future
Our children are dying
With the messages we send them
Eminem
Yes - We control the media
We control the spending
Listen - Before a gun replaces a voice
Listen - Because one way or another
We will shout back!
To the system that took away our words

Through lack of education
And the community which disbelieves our passion
To the country which ignores our promise
Crowded into classrooms
And that state which locks away
Our dreams
Destine to replicate
the on-going cycle of HATE
Where is the HOPE?
On the streets?
In the classrooms?
In the prisons?
In the bootcamps?
Creating futures robbed away in our sleep
WE'RE SHOUTING BACK
What Matters
in a day and age when
If you're not with us
You're against us
And I'm not sure
Who decides
Where am I
What Matters?
We've got to find each other
We've got to listen
Because there, in our words
That's the only place we're going to find
OUR HOPE



This poem was included in Tanene Allison's powerful keynote address which she presented at the Youth Summit in Seattle on June 27. Tanene currently serves as the Media and Public Relations Officer for the San Francisco Youth Commission. Formerly homeless, Tanene is a poet, artist, activist, and student, who organizes around issues she knows from both her personal experiences as well as through her active role in the community. Tanene may be reached at: (415)554-6446 or Tanene7@yahoo.com

Youth in History

prepared and submitted by Jerry Fest of JTFest Consulting

YOU KNOW...

...that Marco Polo (1254 - 1324) was an Italian traveler and explorer who was the first European to cross the entire continent of Asia and leave a record of what he saw and heard.

BUT DO YOU KNOW...

...that he began his journey to China when he was 17 years old?

YOU KNOW...

...that Sacagawea (1790-1812 or 1814) was a near-legendary figure in the history of the American West. She played an indispensable role on the Lewis and Clark Expedition as an interpreter and good will ambassador to the Native Americans.

BUT DO YOU KNOW...

...that she was 14 years old when she served on the expedition?

YOU KNOW...

...that Johnny "Appleseed" Chapman (1774-1845) was a peace-maker between the Indians and white settlers, an early American patriot, and our country's foremost nurseryman who became famous for walking around the country planting apple trees.

BUT DO YOU KNOW...

...that he set out to plant his first trees, beginning his life-long mission, when he was 16 years old?

YOU KNOW...

...that "Calamity" Jane (Martha Cannary, 1852-1903) joined General Custer as a scout in his campaign through the Arizona territory. She earned a reputation - and a place in history - as being the most daring and reckless of Custer's scouts.

BUT DO YOU KNOW...

...that she was 18 years old when she scouted for Custer?

YOU KNOW...

...that Anne Frank (1929-1945) wrote one of the most moving diaries in history. Its been translated into 55 languages and has sold about twenty-five million copies.

BUT DO YOU KNOW...

...that she wrote her diary when she was 13-15 years old?

SPECIAL NOTE:

We can learn much from Anne Frank's experience. Remember that she spent the last three years of her short life hiding from the Nazis in a small, secret room in an Amsterdam warehouse. She and her family were eventually captured, and Anne died at the Bergen-Belsen concentration camp. Yet, despite her experience — which, frankly, is something very few of us can even comprehend — Anne had the wisdom to reflect on her life with this thought:

"I keep my ideals, because in spite of everything, I still believe that people are really good at heart."

- Anne Frank

SEATTLE, USA AND RECIFE, BRAZIL: COMMON CHALLENGES AND COMMON GOALS

Eric Steiner, DOL, Seattle

In June, Seattle's Youth Opportunity Grant hosted Antonio Correia, the Executive Director of Casa de Passagem (The Halfway House), a non-governmental organization providing life skills and job training to at-risk young men and women in Recife on Brazil's Atlantic coast. Mr. Correia visited the East Cherry Street YWCA satellite and the Mercer Street Youth Opportunity Center in the shadow of Seattle's Space Needle.

The World Affairs Council of Seattle coordinated the Pacific Northwest portion of Mr. Correia's visit to the United States, which also included tours of Job Corps Centers, meeting with U.S. Department of Labor Office of Youth Services Leadership in Washington, D.C., and visits with regional office staff in Atlanta. The visit was conducted under the auspices of the State Department's International Visitor Program and former diplomat and State Department Escort Officer Louis V. Riggio served as interpreter during his visit.

Darryl Cook, a planner with the Seattle-King County Workforce Development Council, led the visit as a key member of the Youth Opportunity team in Seattle.

While the four of us did not speak a common language, we shared common interests in helping young people make positive transitions to adulthood. When Antonio described the challenges Casa de Passagem counselors faced in conducting follow-up with at-risk and homeless youth, he might as well have been talking about young people enrolled in Seattle's Youth Opportunity Program.

"We have over 1,600 youth in our program," Antonio said through Louis' quick translation. "Many of them live at home, but a great many more do not have homes of their own. We try very hard to help them through education and job readiness training, but it is always a challenge helping them through our program."

Casa de Passagem offers three programs to help young people make positive transitions to adulthood, the community, and the workplace.

The Passage to Life Program works with young women from 7 to 17 and offers a holistic range of developmentally-appropriate education, health, arts and culture, and sports activities.

The Community and Citizenship Program works with young men and women between the ages of 13 and 22 to help them help their communities. Youth development and leadership activities include such community-level work as information and referral as well as instilling within the young people basic responsibilities of citizenship.

The Initiation to the Job Program provides opportunities for young people similar to those offered by Pre-Employment Work Maturity in addition to entrepreneurial activities in arts and culture, including the "Maracatu Modah" Atelier for young artists.

Casa de Passagem is a non-governmental organization (NGO), very similar to 501-c-3 organizations in the USA. Supporters include Oxfam, Christian Aid, Christian World

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NEW REPORT FINDS LINKING COMMUNITY SERVICE TO CURRICULUM BUILDS BETTER STUDENTS & BETTER CITIZENS

When young people so readily joined the nation's massive outpouring of generosity following September 11, their public spiritedness came as no surprise to one group of people - the teachers who use service-learning in their classrooms. Service-learning is a teaching strategy that combines classroom curriculum with community service, to enrich learning, teach civic responsibility, and strengthen communities.

According to a report released by the National Commission on Service-Learning, chaired by former Senator John Glenn, service-learning offers the ideal opportunity to channel the inclination to help others into activities that promote scholarly achievement and overcome academic and civic disengagement. The National Commission on Service-Learning challenges the country to ensure that every child in a primary and secondary school participates in quality service-learning every year as an integral and essential part of the American education experience.

The Commission makes four specific recommendations to achieve the broad goal of making service-learning a universal experience in American public schools:

- Reclaim the public purpose of education by expanding the definition of student achievement to include students' community contributions;
- Increase policy, program and financial supports for service-learning in K-12 education
- Develop a comprehensive system of professional development regarding service-learning; and
- Provide meaningful leadership roles for youth in all aspects of service-learning.

The results of this comprehensive study can be explored in greater detail in the Commission's final report located at:

<http://www.servicelearningcommission.org/report.html>.

Calendar

July 20-23
Students Against Drunk Driving National Conference
Anaheim, CA
<http://www.saddonline.com>

July 20-26
Youth Opportunity Grants Leadership Institute
Leesburg, Virginia
Contact: Karen David at 202-822-6725

July 26-29
National Leadership Conference for Youth with Disabilities
Washington, DC
For information, contact turneauli@ohsu.edu

July 31 - August 2
National Prevention Symposium 2002: Empowering Youth to Thrive in Uncertain Times
Comprehensive Health Education Foundation
Seattle, Washington,
<http://www.chef.org/NPI.htm>

August 4
National Kids Day
Nationwide
<http://www.kidsday.net/home.asp>

August 20-22
One-Stop Partnership Conference
Pacific Western States and US DOL, Region 6
Anaheim, CA
<http://www.calworkforce.org>

August 21-24
2nd Annual Conflict Resolution Conference
Association for Conflict Resolution (ACR)
San Diego, CA
<http://www.youthm-power.org>

September 11-17
National Civic Participation Week
Nationwide
<http://www.participateamerica.org>

September 12-13
Fourth Annual PEPNet Institute
Washington, DC
Contact: Paul Masiarchin at 202-659-1064

November 21-22
Workforce Strategies 2002
WA Workforce Training and Education Coordinating Board
<http://www.wtb.wa.gov>
contact Patricia Spencer at pspencer@wtb.wa.gov or (360) 586-8778.

RFP Hotsheet

Contributed by Heather Fredericks, Manager, Training & Education Partnerships, Workforce Training Education Coordinating Board (Washington State). If you'd like to be added to the HOTSHEET distribution list, please contact Heather at 360/586-8679 or hfredericks@wtb.wa.gov

Deadline: Ongoing

Gateway Foundation Accepting Applications for Education Technology Program

To be eligible for a Teach America grant, applicants must be a nonprofit K-12 school, other nonprofit educational institution, or a teacher affiliated with such an institution; be able to demonstrate a need for technology training; submit a brief plan for using technology to enhance classroom instruction; and complete an online evaluation of Teach America upon conclusion of the twelve-month grant.

For complete program information and an online application form, see the Gateway Foundation Web site.

RFP Link:

<http://www.gateway.com/about/coinfo/teachamerica/index.shtml>

Deadline: August 1, and November 1, 2002

Handspring Foundation Offers Funding for Programs Serving At-Risk Children and Youth

The Handspring Foundation currently focuses on supporting nonprofit organizations or international equivalents that help at-risk children and youth.

Please see the program's Web site for complete application information and forms.

Contact:

Handspring, Inc.

189 Bernardo Avenue

Mountain View, CA 94043

Attention: Handspring Foundation Manager

E-mail: foundation@handspring.com.

RFP Link: <http://www.handspring.com/company/foundation>

Deadline: Rolling, through November 30, 2002

Wallace Funds Renew Fast-Track Ventures In Leadership Program to Support Education Leadership Innovation

Beginning February 1, 2002, the Wallace Funds will accept applications for grants of up to \$50,000 each to organizations with new approaches to strengthening the ability of superintendents and principals to improve student learning.

See the Wallace Funds Web site for complete guidelines and application procedures and forms.

RFP Link:

http://www.wallacefunds.org/newsroom/news_article.cfm?xIDNews=12302064

Deadline: August 12, 2002

National Endowment for the Arts Offers Funding for Arts Education Projects

As part of its commitment to advancing the state of arts learning for children and youth in America, the National Endowment for the Arts offers grants for arts education programs that address children and youth in the general age range of early childhood through age 18, both in school and outside the regular school day and year. Grants are offered in the following three categories:

Early Childhood: For projects that provide arts learning activities for young children who are not yet of kindergarten age, and for professional development for teachers, artists, and others who work with them. Projects may be independent or linked to schools.

School-Based: For arts-learning projects for children and youth between kindergarten and grade 12 that are directly connected to the school curriculum and instructional program. Such activities may take place in or outside the school building, at any time of the day or year.

Community-Based: For arts-learning projects outside of the regular school day and year that occur in a variety of settings. These activities may be offered by arts organizations or by other community-based, non-arts organizations or agencies in partnership with artists and arts groups. Projects also may include professional development for teachers, artists, and other youth program providers.

Nonprofit, tax-exempt, 501(c)(3) organizations; units of state or local government; or federally recognized tribal communities or tribes are eligible to apply. Applicants may be arts organizations, local arts agencies, arts service organizations, school districts, and other organizations that can help advance the goals of the NEA. Applicant organizations must have a three-year history of programming or of working with children and youth prior to the application deadline, except for applicants for folk & traditional arts projects.

See the Arts Endowment Web site for complete grant guidelines. RFP Link:

<http://www.nea.gov/guide/ArtsLearning03/ALindex.html>

GET OUT OF THEIR WAY! EMPOWERED YOUTH COMING THROUGH!

by Jerry Fest, JT Fest Consulting

Youth empowerment is often discussed as something that adults do to or for young people. To think of it as such is to misunderstand the concept. Young people are, and always have been, capable of remarkable achievements.

Youth are 'empowered' when they have support, resources, and the authority to act. The only thing adults really need to do is to assist with securing resources, and then get out of the way. The challenge for most adults is that it requires us to step out of our comfortable role of leading young people and accept the uncomfortable role of following young people. It is not so much 'youth empowerment' as it is sharing



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and delegating adult power and control, and being willing to go where young people lead.

For example, a youth-lead pizza catering business called EAT PYE Pizza (Entrepreneurial Action To Promote Youth Employment) began as a nutrition education program that prepared meals for a youth emergency shelter. When the young people involved only wanted to make pizzas, they challenged the program's design and suggested that it be a pizza business. The adults involved (myself included) calmly explained that turning a shelter nutrition program into a pizza business was not realistic, but supported their exploration of the idea. As it turned out, the youth knew something that the adults didn't — homeless programs all over the city that had activities with 'pizza nights'. They went to the programs and offered to make good pizzas in sanitary conditions for a comparable price to what they were paying the pizza chains if the programs would buy from them. Due to the initiative of the involved youth finding buyers for pizzas, it became a business that provided job training and employment for young people — despite the adult's knowledge of how 'unrealistic' the idea was.

A Canadian website called the 1-Stop Youth Participation Shop (<http://www.mcs.bc.ca/yps/home.htm>) defines youth empowerment as "the belief that young people are themselves the best resource for promoting their development". Youth are 'empowered' when they "acknowledge that they have or can create choices in life; are aware of the implications of their choices; make informed decisions freely; take action based on their decisions; and, accept responsibility for the consequences of these actions". Adults empower youth by "creating and supporting the enabling conditions under which young people can act on their own behalf, and on their own terms, rather than at the direction of others".

This definition would indicate that 'youth empowerment' is nothing more than the delegation of authority to young people. When attempts at youth empowerment fail, what has usually happened is that adults have failed to delegate successfully. Organizations involve young people to do 'grunt work' under the guise of participation or empowerment, but successful delegation is not about assigning work — it is about *entrusting authority*. Effective delegation requires that those to whom you delegate know the desired outcome; have access to the knowledge, skills, ability, support, and resources to achieve the desired outcome; and — most important — have the *authority to act* in pursuit of the goal.

This is how a nutrition program becomes an pizza business. While the adults involved thought the plan was unrealistic, the young people were given the authority to act and the resources to succeed, and the result was a program that was far better than the original concept. Young people don't really need 'empowerment'. They need to be included as partners with *authority*. If we are willing and able to do that, both young people and adults will be empowered.

Jerry Fest is a consultant, trainer and the author of Street Culture: An Epistemology of Street Dependent Youth. You can contact Jerry at (503)231-3947 or jfest@easystreet.com.

Visitor From Brazil

continued from pg 4

Service, Pommar Partners/USAID, and the Global Fund for Women. The Brazilian Government also is a partner from the Ministries of Justice and Health. Like any non-profit organization, however, Casa de Passagem is continues to struggle to raise sufficient operating funds to meet the demand for services that far exceeds the supply.

While we talked about poverty in Seattle, the challenges that young people face in Seattle pale to those encountered by young people in Brazil. While Washington State's minimum wage is \$6.90 per hour, contrasted to the equivalent of \$70 per month in Brazil.

"Our facilities are very similar to yours," said Mr. Correia as he perused the East Cherry YWCA resource room. "However, we do not have the range of education or job training opportunities that you have in Seattle. There are simply no jobs for our young people in our area, so I am interested in developing new ways to help young people create their own jobs and their own futures."

To illustrate his point, he picked up a Dixie cup from the water dispenser.

"Young people can make music out of anything" he said as he tapped the cup with a salsa beat. "We must help them realize their dreams in any way we can."

Antonio asked former Youth Advisory Board Member Brian Walker about his involvement with the Seattle Youth Opportunity (YO!) program as well as his dreams and aspirations.

"I'm am helping with our YO! Fatherhood Group," said Brian. I have also helped coordinate events like our poetry slam, and dances for young people in YO! because I want to own my own business someday. I want to go in to the entertainment business someday, and I have a plan to do that."

As we compared notes on serving young people in need, I realized that Antonio and I had more in common than we realized, and by working together, we could work to help young people, whether they are at-risk in Recife or Seattle.

For more information on *Casa de Passagem*, please visit <http://www.casadepassagem.org.br/>



Pictured from left-rt are: Louis V. Riggio, Eric Steiner, Antonio Correia and Darryl Cook. Photo credit: Tony Moore, Seattle YO! Intern

NYEC Seeks Applicants for WIA Leaders Academy

The U.S. Department of Labor has funded the National Youth Employment Coalition (NYEC) to conduct a second **Workforce Investment Act (WIA) Leaders Academy** in 2002-2003. Closely modeled after NYEC's New Leaders Academy, the WIA Leaders Academy is designed specifically for mid-level professionals who are staff of Workforce Investment Boards and agencies and solely or primarily responsible for Workforce Investment Act youth programs. Up to 30 applicants will be selected through a competitive process to participate in the program.

Goals: The WIA Leaders Academy's objectives are:

- 1) to improve participants' leadership and managerial skills;
- 2) to expand participants' outlook and understanding of national youth policy issues;
- 3) to increase participants' understanding of youth employment and youth development principles and effective practices;
- 4) to expose participants to current methods for continuous improvement in youth employment programming; and
- 5) to expand participants' organizational and professional networks.

Format: The WIA Leaders Academy will combine two group residential training sessions with individually tailored, experiential assignments.

Cost: Through the U.S. Department of Labor grant, NYEC covers the costs of instruction, materials, lodging and meals during two training sessions, and honorariums for faculty and advisors. WIA Leaders' employing organizations will be responsible for the cost of travel to and from the training sessions.

How to apply: Qualified individuals can apply by completing and returning the application to NYEC **no later than August 23, 2002**. Applications will be available online the week of July 3 at

<http://www.nyec.org/wialeaders.html>.

For more information: Contact either Mindy Larson (ml@nyec.org), or Mala B. Thakur (mt@nyec.org) at NYEC, (202) 659-1064.

Youth Connections West

Published by the US Department of Labor Employment and Training Administration's Office of Youth Services in Region 6



The goal of the US Department of Labor's Office of Youth Services is to work to strengthen the local, state, and national youth development system. The purpose of this newsletter is to provide a forum for DOL-funded youth service providers and other partners to share resources and strategies that will increase the effectiveness of individual programs and to expand the opportunities for collaborations that benefit the youth whom we collectively serve.

We welcome your articles, questions and suggestions. Please provide input no later than October 5th to the editors:

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Denise Fogleman: dfogleman@doleta.gov

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